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ABSTRACT

Atlantic Baptist College, a small liberal arts institution in New Brunswick, Canada, developed a strategic planning process for long-range planning and used the new structure to create a 5-year institutional plan. The following principles guided the planning process: (1) all senior administrators participated directly in every aspect; (2) planners focused on substance not form and designed the plan to be simple and flexible; and (3) all levels of staff contributed to the process. The planning committee consisted of the senior administration, two full-time and two part-time faculty members, two students, two members of the Board of Governors, and staff from various departments. Using a modified version of Robert C. Shirley's strategic analysis model, the Committee identified external forces that would affect the College and distinguished strengths, weaknesses, constraints, and opportunities. Subsequently the Committee developed a list of five factors for each of four key areas and a statement of values and assumptions driving the plan. The Committee then opened the process to the institutional community in general for discussion and input. The final 5-year plan includes a mission statement, planning assumptions, a vision for the 21st century, and goals and objectives. In the final step members developed action plans for each major department. The appendix contains a complete copy of the final strategic plan. (JB)

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ED 366 241

STRATEGIC PLANNING IN A SMALL, LIBERAL ARTS UNIVERSITY

NORMA COLE MCKINNON

INTRODUCTION

Atlantic Baptist College (ABC) is a small, liberal arts university located in eastern Canada. ABC did have a five-year institutional plan but the strategic planning process was not formalized, meaning there were no planning models or structures in place exclusively for the purpose of long-range planning. Essentially, the College's senior administrators were responsible for long-range planning. As is typically the case, the Board of Governors and the Senate had to endorse the plan.

The aim of this report is to relate the new strategic planning process and paradigm used at ABC and to provide a condensed copy of the first five-year plan which was developed using this process and paradigm. Recommendations for improving the process and rationale for various actions relating to the development of a long-range plan are integrated into the discussion. ABC's five-year plan contains the following elements or documents: preface, introduction, mission, planning assumptions, vision, institutional goals and objectives as well as multiple related appendices.

Previous to this undertaking, the majority of employees were not clear about the strategic planning process and could not clearly differentiate between the College's mission, philosophy, goals or objectives. They saw no distinction between an

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institution's **mission** and its **vision**, between **goals** and **objectives** or **strategies** and **objectives**. Because the College was undertaking a capital campaign to build a new campus, it was deemed essential that the entire ABC community have a precise knowledge of what ABC was all about and how it would be advancing. The premise was that the one constant in today's society was change and it made sense that employees and students should play a leading role in directing or deciding that change. The College had limited resources - financial, human and material; accordingly, these resources had to be placed in areas that protected ABC's aspiration to keep student education at its center.

The Norman Rockwell romantic image of education is a paradigm that is difficult to reshape, however, educators cannot realistically cling to this image and try to preserve it any longer. The issues and changes faced by any educational establishment today force educators to flex their educational paradigms. Austin et al (1988:120) note that "imagination and creativity are essential in developing artistic composites of alternative futures." The strategic planning process used at ABC follows.

Process

Creating a vision for the future, even for the next five years and toward the year 2000, did not occur unilaterally or in

a vacuum. Ideal planning was as important to creating a vision for the future as the vision or outcome itself. Several principles guided the planning process at Atlantic Baptist College. All senior administrators were involved in every aspect of the process, not their assistants or designees. Planners focused on substance, not form and the plan was designed to be simple and flexible. Everyone, including maintenance workers and secretaries had input into the process, consequently enabling them to have a thorough understanding and ownership of the product.

The planning process was a participatory effort. It is recommended that whether the strategic planning process ends up being top-down, bottom-up or some mix in between, planning should always begin with an assessment of variables in the internal and external environment of the establishment. "This exercise leads to numerous operational decisions that provide insights about a select few strategic and tactical decisions" (Austin et al, 1988:120).

It was acknowledged by ABC's Strategic Planning Committee (SPC) that matters of the moment would not take presedence over matters of the heart and mind. For example, the College was undertaking a major capital campaign for a new campus and there was a money shortfall while the strategic plan was under development. Nonetheless, this situation had to be ignored lest it coloured the SPC's vision for the future.

It was imperative to choose the right people for the SPC in

order to get the job done. The group had to be diverse, clear-headed and clear thinking. There had to be a mixture of novices and experienced individuals. Also, there had to be lots of trust in leadership that the process and plan would be realized. There would be no editing by campus administrators.

A seventeen member SPC was established, consisting of the senior administration, two full-time and two part-time faculty members, two students, two Board of Governor's members, and staff from the various College departments. The Chair introduced the project by briefly reviewing the Committee structure and membership and reviewing the higher education literature associated with strategic planning. The paradigm used, a modified version of Shirley's strategic analysis model (Shirley, 1991), was distributed to members (See Appendix C), as well as a glossary of terms (See Appendix H). An educational session followed. Ample time was alloted for questions and comments as this was a novel exercise for the majority of the Committee. Multiple samples of "real life" strategic plans were circulated for the members' examination. Committee meetings were held monthly for four-hour blocks of time. Refreshements were always provided and the meeting room was comfortable, providing for essentials, such as writing tables and privacy.

The SPC initiated its work by identifying a profile of the major external forces - technological, political, legal, demographic, competitive, social and educational, that would impact the College towards the year 2000 (See Appendix D). The

next step in the process was a brainstorming session to distinguish the major strenghths and weaknesses inside the institution and the major threats/constraints and opportunities outside of the institution (the external environment). This phase was called, Assessment of the Strenghts, Weaknesses, Opportunities and Threats or SWOT Analysis I (See Appendix E).

Subsequently, the SPC membership was split into three smaller groups and the SWOT Analysis II phase was completed. Each group took two or three hours to prioritize the lists generated from the SWOT I Analysis, using consensus to force face validity, in an effort to reduce each of the four lists to approximately ten priority factors. After that process was complete, the three groups came together and exhibited their respective lists on flip charts. The SPC Chair facilitated the dicussion as each list was reviewed to determine commonalities in order to discern Committee agreement. A group list of five factors was generated for each of the four SWOT areas. These factors then served as the basis for the remainder of the strategic plan (See Appendix F).

Following the SWOT analyses, the values and assuptions of the Committee rlatinge to the Strategic Plan were drafted. This was a somewhat laborious process as there were so many values and assumptions identified. Many were overlapping or redundant so it took an inordinate amount of fine-tuning to complete the task. Ultimately, the document was an integration of the original planning assumptions and values documents. The faculty were

extraordinarily involved in this phase of the strategic planning process. One only has to know one or two academics to understand how important "exact" wording was to them and how much controversy was generated from having to commit to paper the values and assumptions driving a long-term plan. Even non-Committee members entered the discussion, providing written feedback and oral presentations to the Committee. It was a beautiful learning experience for everyone involved.

All of the steps thus far were designed to form the groundwork for the vision. Toffler (1980) states, "All education springs from some image of the future." The vision was a clear picture of "future" development, and considered priorities for the scope of programs and the markets served. The vision made it clear that the institution could not be **all things to all people**.

The challenge to senior administrators, who were the primary educational change agents, was to develop a vision for the future and to translate that vision into work. The vision for ABC began with a determination of the planning horizon, that is, we decided to set our sights on the next five years and toward the year 2000. There had to be a feeling of certainty, a clear focus for the vision.

The vision document required imagination and creativity because alternative futures or scenarios had to be considered in order to settle on the preferred scenario for the College. The Committee, with ongoing input from the entire ABC community, including the students, had to decide what was possible or

realistic for the College; what was likely to be probable; and what should be, or what was, preferable.

The ideal planning process for creating a future vision and a preferred scenario for any institution should probably take roughly eighteen months. The "what" of the vision should take six to eight months. The "how" of the vision should be completed in a three month period, perhaps during the summer months. The last phase of planning should replicate what was done in level one, except this time the entire campus should be involved, rather than just the SPC. This phase should take four or five months. The entire strategic document should be limited to approximately twenty pages in length.

In actuality, ABC's vision took approximately two months to develop. There was ongoing discussion with the myriad College groups. Probably it is safe to say that the students led the effort with the development of the student services portion of the vision. The resultant vision was two and one-half pages in length, consisting of the subsequent subcategories: Integrity, diversity, research and service, the learning environment, holistic education, creativity, management excellence, and an independent institution. There were any number of ingredients that could have been embraced; however, after much compromise, the outcome was acceptable to all involved and was considered to be superior to alternative approaches.

From the strategic vision flowed the mission, clientele, programs/services/research mix, the institution's comparative

advantage, and the goals and objectives. The mission was defined as the desired position in the educational structure of the country - The particular programs and services that could be provided to the institution's markets in a distinctive manner with the resources that could be materizlized. The Committee knew the mission was explicit when it answered the question: **What business are we in?**

Taking a critical look at the mission was an eye-opener. Although the faculty believed they knew what the mission of the College was, it was enlightening to find that some did not know. They were able to cite the College motto and to describe the type of programs ABC offered but were not cognizant of the explicit mission. Controversy in revising the mission surrounded the issue of liberal arts programs verses professional programs. A few Committee members wanted ABC to offer professional programs such as business, education and nursing, not wanting to lock the College into offering solely traditional liberal arts programs. Conversely, the opposition wanted to lock the College into offering exclusively liberal arts programs, believing that the major goal of the academic area was to strengthen existing liberal arts curricula.

The aftermath involved a settlement. The mission statement, a two paragraph document, described the College as liberal arts but allowed for the inclusion of "... and is receptive to the addition of specialized professional programs that complement general education" (Strategic Plan, pg. 4).

It was necessary to differentiate between the **mission** and the **vision** repeatedly because the terms invoked confusion. It was stressed that the vision was the scenario for the future and the mission deallt with the current business or purpose of the institution.

When determining the clientele, discussion focused on the two populations, nontraditional students (over 22 years of age) and traditional students. The implications of the type of clientele were important because the needs, demands and concerns of the two groups differed substantially. The decision determined what kind of programs and services the College would offer. It determined whether continuing education would be strengthened or retrenched; the type of programs, delivery methods and learning technologies to be used, etc.

It cannot be overstated how important it is to clearly state the position of teaching, research and service in an educational establishment. In fact, the three should be prioritized so that all participants understand the weight of import assigned to each. If student education is central to the institution, teaching comes first and research comes second, recognizing that the two go hand-in-hand. Service comes third if student education is central to the institution. If serving the constituency is central to the institution, service must be given preeminence. All of these issues have to be worked through as they are instumental to developing a plan that will be be adopted, implemented, evaluated and periodically revised.

It was simple to harmonize ABC's programs and services once the mission and clientele were determined. It was even easier to ascertain its comparative advantage. Again, it should be reiterated that the vision, mission, clientelle, programs, services, research mix, comparative advantage, goals and objectives spouted from the documents that proceeded them. Every document could be tied directly to the preceding one. There were no inconsistencies among the documents, for example, the elements from the first document, "Trends Impacting ABC" had to be evidened in the concluding document.

Developing the institutional goals was difficult in a technical sense. The Committee had to decide how many goals to develop and what format to use. As indicated above, it was clear that the goals had to stem from previous strategic planning documents so the substantive aspect was less cumbersome. Nine goals originated from the lengthy process that ensued. They were written in the areas of educational outcomes, academic programs and services, student services, resources, governance and external relations. From the goals flowed the objectives.

A set of objectives were framed for each of the nine goals. Goals were defined as statements of desired future states. They were stated in general terms and were designed to provide paths and boundaries for other plan components, specifically, the objectives and strategies. Objectives were defined as specific targets intended to be reached by a given point in time. They were operational transformations of the goals.

The final procedure in the strategic planning process involved the formation of action plans for each major College department, that is, academic affairs, development, student services and the administrative office. Actions plans were defined as quality improvemet plans containing short-range and mid-range operational plans for quality and continuous improvement for College units or areas. The action plans outlined the strategies for meeting the objectives described previously. The strategies encompassed the **who**, **how**, and **when** of the strategies. The strategies were the actions to be taken in order to meet the objectives. A sample action plan is provided in Appendix I. The reader can see how the strategic goal was identifed, followed by the specific objective and the strategies or actions to be carried out. Later in the process, a column for budget allocations was affixed. Understandably, the Board of Governors wanted to know the dollars attached to each strategy.

An integrated strategic planning and budgeting process has yet to be developed at ABC but it will be. This integration is part of the requirement for institutionalizing the strategic planning model. It also entails employing the model consistently year after year until a superior model is found, as well as the establishment of a standing SPC that meets at least biannually after the plan has been developed. The Committee's task of periodic reassessment is necessary if the plan is to be implemented because circumstances change continually and revisions to the plan are ongoing. The third task of the

standing committee, and perhaps the more important one, is the responsibility for evaluation. Evaluation involves measuring objective obtainment; deciding if the timeframes are realistic; and if the budget is on line.

It is advised that an evaluation component be contained in an institution's strategic planning document if the specific strategies for meeting objectives are not explicitely described. When strategies are included in the plan, it is a rudimentary activity to conduct the evaluation because the "who," "how" and "when" elements of the strategies are known. If they are not teased out, however, the responsibility for evaluation becomes more onorous.

The SPC awaits the approval of ABC's Board of Governors, which meets shortly. The condensed version of the strategic plan (attached), was submitted to the Board in the fall of 1993. In the interim, the department action plans were produced, including budget projections for each strategy.

Overall, it was a rewarding and beneficial learning experience for the SPC and the ABC community. Perhaps uppermost in the administration's mind in this exciting and challenging process was the old saying, "the only constant in today's world is change." At ABC, the aspiration was (and continues to be), to channel time, energy and resources, such that inescapable change could be focused and manipulated in a premeditated and advantageous direction.

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A STRATEGIC PLAN FOR THE NINETIES

AND PURSUING THE VISION TOWARD THE 21ST CENTURY

ATLANTIC BAPTIST COLLEGE

Moncton, New Brunswick

WHERE
YOU
ARE
VALUED...

AND
VALUES
ARE
IMPORTANT

Submitted to the Board of Governors

Fall, 1993

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PREFACE

In the fall of 1993, this plan was submitted to the Board of Governors for their approval. The new round of strategic planning gives a "college-wide focus" on the strategic issues and opportunities as the year 2000 is approached. The direction that Atlantic Baptist College is taking at this point in its development mandates that planning efforts become more formal if the college is to move to the forefront of innovation and educational change.

All of the college goals are important; however, a fundamental issue facing the college is one of securing its niche in the educational structure of Canada and providing quality Christ-centred education to learners. The college administration must implement even more effective strategies to capitalize on the many opportunities available in the diverse markets, not only in New Brunswick, but across the Atlantic provinces and beyond.

The administration and the Board of Governors are solidly behind the strategic-planning process. All have pledged to work hard to assist the college in building the best mix of programs and strategies to cope with the challenges of the coming decades.

INTRODUCTION

This document is the result of efforts of the Atlantic Baptist College administration to design a strategic plan fitted to the specific mission, planning assumptions, values, and vision of Atlantic Baptist College.

Included in the purposes of the strategic plan are the following:

* To focus the planning work of all groups and individuals at Atlantic Baptist College on the strategic thrusts important to future effectiveness.

* To act as generator of synergy.

* To facilitate communication about strategic gaps and how Atlantic Baptist College intends to close them.

* To help all interested individuals and groups gain an appreciation of the role of Atlantic Baptist College and the major factors that influence College development.

* To integrate planning with the budgeting and resource allocation processes.

* To serve as a template for planning procedures.

* To increase and enhance the assets of the College.

The planning process was designed to knit these aspirations into a cohesive and comprehensive strategic plan. This was accomplished through the Strategic Planning Committee, which identified and used information provided by the administrators, staff, faculty, and the Board of Governors.

The planning process was both a top down and a bottom up process. The process was top down in the sense that the institutional goals define the direction of the College. The process was bottom up in the sense that area senior administrators, with the assistance of departmental personnel, developed objectives, supported by Action Plans, unique to their area. Action Plans were developed for the Academic Area, the Administrative Office, the Development area, and the Student Services area.

This process involved most faculty, staff, and administrators, as well as student representation and Board of Governors members. Thus the process was a total "campus family" effort and has employee support because of their ownership in the

planning process. This planning process was essential in order to enhance the Atlantic Baptist College programs and services. The institution's recruitment theme **"WHERE YOU ARE VALUED... AND VALUES ARE IMPORTANT,"** and the associated development campaign will complement the implementation of the strategic plan.

Strategic planning is an operation that incorporates many aspects of the College and its relationship to the external environment. In the planning process, it is essential to form a bridge between the institution and the external world. Through scanning we determine where the institution stands from the view of the outside world in terms of opportunities and threats. In addition, we attempt to find out what the institution has going for it on the inside, our own strengths and weaknesses. Atlantic Baptist College uses the Strengths/Weaknesses - Opportunities/ Threats (SWOT) Analysis Survey to identify issues and problems. Internal scanning is concerned with the internal resources, such as our personnel, economics, managerial, and academic status. For external scanning we collect information on the forces and trends, including demographic, economic, social, political, and technological factors.

A great deal of information needed in the scanning process is contributed by faculty and staff through their contact with various materials, i.e. journals, government reports, and reports pertaining to their area of expertise. The key dimension in the formal scanning design is the way that this information is used to identify a scanning item as either an opportunity, threat or constraint from the external world, or a strength or weakness from within the organization.

Included in the body of The Plan is the mission, planning assumptions, and vision, followed by the major goals of the college. Within each goal category, are the associated objectives. A portion of an Action Plan is included to portray the format used at the departmental level. The length of the Action Plans prohibit their inclusion in this document.

The Appendices of this document portray the membership on the Board of Governors, the membership on the College Strategic Planning Committee, and the Atlantic Baptist College Strategic Analysis Paradigm. Additionally, a projected representation of ABC's Movement Toward An Advanced Technological Era, along with the SWOT Analysis I and II, is included. Lastly, data dealing with enrolment, a glossary of planning terms, and a sample Action Plan are included.

MISSION STATEMENT

Atlantic Baptist College is a Christ-centered university committed to providing a high quality educational experience grounded in the preeminence of Jesus Christ. The college provides liberal arts education leading to undergraduate degrees, diplomas and certifications and is receptive to the addition of specialized professional programs that complement general education.

The college is committed to the growth of the whole person: spiritual, intellectual, personal/social growth and growth in physical well-being. This is done in an environment in which the Christian faith is integrated with academic and student life. Graduates are thus equipped for further study, life-long learning, leadership and service.

PLANNING ASSUMPTIONS

The Atlantic Baptist College Strategic Planning Committee assumes that:

A. FOUNDATIONAL

The 1905 Basis of Union consensual statement is a significant doctrinal statement to undergird our faith at Atlantic Baptist College.

B. SPIRITUAL LIFE

We need to be filled with the Holy Spirit and we need to manifest the fruit of the Spirit (Gal. 5:22-23).

C. COMMUNITY

1. Students, faculty, staff, administrators and governing bodies ought to function as a Christian community with all that this entails.

2. Students, faculty, staff, administrators and governing bodies ought to have creative freedom.

3. Diversity within the community ought to be allowed and encouraged.

D. RESEARCH AND PUBLICATION

1. Faculty and students at Atlantic Baptist College ought to seek to integrate Biblical revelation with extra-Biblical knowledge.

2. Atlantic Baptist College ought to place student education at its centre.

3. Atlantic Baptist College ought to operate as an institution in a holistic context, having concern for the academic, spiritual, social and physical dimensions of existence.

4. Atlantic Baptist College ought to have effective instructional delivery mechanisms, curricula and services to meet students' need for Christ-centred higher education.

5. Atlantic Baptist College graduates ought to be prepared to function in an informational, pluralistic society, to whichever field God may call.

E. ENROLMENT

1. Atlantic Baptist College ought to have a strong recruitment plan.

2. Atlantic Baptist College ought to attract strong applicants immediately out of high school.

3. Atlantic Baptist College ought to implement programmes and services to address the particular needs of women, older learners, the handicapped, and other diverse groups.

4. Atlantic Baptist College ought to have enrolment of a specific percentage of academically under-prepared students.

F. RESOURCE MANAGEMENT

1. Atlantic Baptist College ought to grow in proportion to its support base.

2. Expenditures ought to be made for growth to occur and to prevent excess costs for replacement.

3. The annual budget ought to be linked to strategic planning. The college must demonstrate its ability to be fiscally responsible in decisions regarding the initiation, continuation or termination of courses and programs.

4. Human resources policies ought to be enacted to ensure a workforce capable of meeting the challenges of the competition and the learners.

5. Atlantic Baptist College ought to clarify its identity as related to its mission internally and then engage in a marketing effort to clearly convey its identity.

6. Atlantic Baptist College ought to effectively implement ongoing total quality improvement techniques, establishing proactive policies.

AN EMERGING VISION FOR THE TWENTY-FIRST CENTURY

CHRISTIAN INTEGRITY

The Atlantic Baptist College community will live a lifestyle disciplined to the Lordship of Christ in all areas of life. A lifestyle showing Christian integrity will be built upon the mercy of God and the power of the Holy Spirit. In the context of a Christian liberal arts university, one of the most important examples of this integrity will be the faculty's integration of faith with their teaching, which will be role-modeled to co-workers and to students, both inside and outside of the classroom. Active participation in the local church, of whose worship and work we are an extension, will further exemplify a lifestyle marked by Christian integrity.

DIVERSITY

The College community will appreciate alternative points of view, recognizing that exposure to diversity will be essential to the educational task. College educators will avoid giving students the impression that socialization into the College's particular community norms will be adequate preparation for life. They will seek to encourage students to respect diversity of nature, culture and civilization, knowing that all are under God's care, and knowing that all human activity, including that of our own time and place, must be seen in the light of God's saving activity in Jesus Christ.

RESEARCH AND SERVICE

Atlantic Baptist College will continue to support the critical relationship between theory and practice. Although the greatest emphasis will continue to be placed on teaching, it will be through research and service that faculty and administrators will be prepared to develop and evaluate curricula, integrate faith with curricular content, and create an exciting Christian education for students. All College employees will willingly assume responsibility for personal, professional, and institutional development, demonstrating their commitment to God, to their profession, to the community, and to the College.

THE LEARNING ENVIRONMENT

Atlantic Baptist College will continue to focus on the student, using a student-centered approach to teaching and learning, educating individuals with Christian values. There will be considerable diversity of opinion among College community members regarding the various theological emphases but all will be united in the conviction that life, to be seen clearly and

whole, must be seen in the light of God's saving action in the life, death and resurrection of Jesus Christ.

Its commitment to the notion that Christian education should not be bound by time or place will hold a high priority as the College seeks to establish its distinctive programs in the educational structure of Canada. The needs, demands, and concerns of both traditional and nontraditional students will receive serious attention from the College community.

The College will strengthen existing programs in an attempt to maximize its human and material resources in the provision of a quality education to students. Additionally, a psychology major and a social-psychology major will support the existing sociology program. Honours tracks will be offered in all BA programs, thereby enhancing the probability that students will be accepted into graduate programs.

HOLISTIC EDUCATION

Christ will be the first priority in all aspects of College life. As the College increases its size, student enrolment, faculty and course offerings, the emphasis on Christ-centered courses and spiritual preparation for life will not be allowed to diminish. The application and furtherance of our Christian faith will be the foundation for College expansion and will not be overshadowed by administrative, academic or student support initiatives.

According to Biblical standards, the College will value students and provide them with spiritual, personal, and academic counsel, preparing them to enter into ministry in their field of study. The College realizes that community outreach is a necessary ministry; therefore, students will be prepared and encouraged to use their skills and talents for Christ in the community.

The Student Support Department will play a vital role in the development of students; therefore, this area will be equipped with needed resources. The new campus facilities will be physically attractive, spacious, and will provide a stimulating atmosphere for teaching, learning and living.

The College will provide the space required for students to have personal time, as well as the recreational facilities necessary for well-being. Support programs will be in place, which are based on the holistic needs of students. The College will provide students with a well-rounded education enabling them to grown and improve their Christian walk, further their education, and function as Christian leaders in whichever endeavour God may call.

CREATIVITY

The Atlantic Baptist College community will work through the decade of the nineties to tap the source of creativity in members in order to conceive of new possibilities. At the College, ideas will be freely exchanged and everyone will be free to explore their full potential. Creativity will be valued as one of the principal ways in which we show ourselves to be made in the image of God.

MANAGEMENT EXCELLENCE

Atlantic Baptist College will establish a proactive policy stance, rather than a reactive one, whereby innovation and a fast response to problems will be encouraged and supported. Everyone in the campus community will be empowered to be a manager of their own work. As we offer our best to God, the quest for excellence in the affairs of the College will be complemented by the quest for excellence in the management of all other areas of our lives.

AN INDEPENDENT INSTITUTION

Because Atlantic Baptist College will maintain its independent status (not under the jurisdiction of the government), the College community will continue to remain free to serve the students, the constituency, and society with quality Christian education. The continued benefit of this independence is that the College will be able to provide a select number of liberal arts programs with distinctive emphases in keeping with Christian higher education.

INSTITUTIONAL GOALS

EDUCATIONAL OUTCOME

1. To prepare students to contribute to the Church's mission, whether through individual or corporate action in their various professions, in further study or research, in family and community life, or to whatever field God may call.

ACADEMIC PROGRAMS AND SERVICES

2. To provide a high quality academic environment which is designed to educate students holistically.

STUDENT SERVICES

3. To create and improve access to non-academic support services and programs for the student population.

RESOURCES

4. To build and maintain a college facility that will be physically attractive, spacious, and will provide a stimulating atmosphere for teaching and learning.

5. To develop an administration, faculty and staff that is suited to carrying out the college mission, goals, and strategic plan.

6. To enrol a student population that is consistent with the college resources and mission.

GOVERNANCE

7. To remain a strong, private, Christian, liberal arts college under the auspices of the United Baptist Convention of the Atlantic Provinces.

8. To maintain and enhance the management, fiscal strength, and working environment of the college.

EXTERNAL RELATIONS

9. To enhance the stature of Atlantic Baptist College.

GOAL 1

To prepare students to contribute to the Church's mission, whether through individual or corporate action in their various professions, in further study or research, in family or community life or in whatever field God may call.

OBJECTIVES:

1.a Assist students to develop, to their fullest potential, the capacities of analysis, synthesis, problem-solving, research and communication.

1.b Ensure that students understand the basic forms of human knowledge and the variety of possible approaches to acquiring and using that knowledge.

1.c Prepare students for graduate study, advanced undergraduate study, lifelong learning and leadership.

1.d Ensure that students have developed a spiritual maturity encompassing all areas of life and are able to contribute to the building up of the church.

GOAL 2

To provide a high quality academic environment designed to educate students holistically.

2.a Offer selected developmental courses which will enable students to perform well in university level courses.

2.b Implement a systematic program of advisement that involves students from matriculation through graduation.

2.c Strengthen library services and programs, providing an integrated approach to information services, including both print and nonprint media.

2.d Develop a policy for granting academic credit for students' work/life experience.

2.e Provide students with a diversity of ongoing academic enrichment activities and climate that is conducive to learning.

2.f Maintain a sensitivity to the needs and concerns of students.

2.g Conduct an assessment of the constituency, potential students and AUCC/CCC membership criteria to determine the need for new, and existing, curricula, implementing changes accordingly.

2.h Strengthen existing B.A. programs.

2.i Expand the use of computer software into all areas of the institution.

2.j Establish an effective structure for high-quality curriculum and instructional design which increases intellectual and spiritual learning.

2.k Assess the need for alternative delivery methods and implement accordingly.

2.l Maintain an ongoing system of program evaluation and assure that each curriculum is economical and produces leaders able to function effectively in God's world.

Goal 3

To create and improve access to non-academic support services and programs for the student population.

3.a Provide on-campus student housing that is of reasonable quality.

3.b Maintain a high-quality Resident Assistant program to monitor the day-to-day operation of the residences, as well as the other student areas of the campus.

3.c Assist the off-campus students to incorporate into college life in as many ways as possible.

3.d Provide health services primarily to the students in the residences, while aiding nonresidence students in any way possible concerning their health needs.

3.e Facilitate a well-rounded activity/social/cultural environment at the college.

3.f Provide the daily services required to maintain the community.

3.g Facilitate spiritual and personal growth in the lives of all the members of the ABC community.

3.h Ensure that the campus environment is orderly and that the college's standards for behaviour are enforced.

3.i Strengthen the future viability of the college.

Goal 4

To build and maintain a college facility that will be physically attractive, spacious, and will provide a stimulating atmosphere for teaching and learning and community life.

4.a Raise the $13 million required to build the new campus facility.

4.b Revise the new facilities plan to ensure links to the Strategic Plan.

4.c Provide total accessibility.

4.d Base the design of the learning environment on teaching/learning research.

4.e Provide facilities and equipment to promote traditional and nontraditional modes of teaching and learning.

4.f Increase revenue sources, as a percentage of total operating dollars, from other than gifts and donations.

4.g Provide permanent and on-loan collections of the visual arts.

Goal 5

To develop an administration, faculty and staff that is suited to carrying out the college mission, goals, and strategic plan.

5.a Select faculty primarily on the basis of their competence in teaching and select administrators primarily on the basis of their competence in management.

5.b Assure that all employees and potential employees have equal opportunity and in the hiring process, promotion and compensation.

5.c Increase faculty and administrators' use of current higher education technologies.

5.d Increase the personal, professional, and institutional development of all employees.

5.e Establish and maintain an incentive evaluation system

for faculty based on the mission, vision, goals, and objectives of the Strategic Plan.

Goal 6

To enrol a student population that is consistent with the college mission and resources.

6.a Increase the numbers of academically-gifted students enroled.

6.b Limit the number of academically-under prepared students to ten percent of the total number of accepted applicants.

6.c Diversify the student population as much as possible.

6.d Facilitate the transfer of students from other institutions of higher learning.

6.e Assist Student Services by improving the student retention rate.

Goal 7

To remain a strong, private, Christ-centred, liberal arts college under the auspices of the United Baptist Convention of the Atlantic Provinces.

7.a Ensure the continuance of vital Christian living through a determined integration of faith and learning.

7.b Develop an accredited heritage and cultural centre as part of the new campus facility which includes a focus on Baptist life.

7.c Maintain a meaningful communication with all levels of the Baptist constituency.

7.d Seek ways in which the college can help, within the parameters of its mission, to meet the expressed needs of the U.B.C.A.P. Church constituency.

7.e Build a strong and effective development department.

7.f Enhance the effectiveness of the Board of Governors.

Goal 8

To enhance the management, fiscal strength and working environment of the college.

8.a Prudently manage the financial resources of the college so as to eliminate the cumulative deficit.

8.b Continue to add to the endowment funds, giving special attention to those funds which would support the combined operation of the facility.

8.c Strengthen the role of the Development Department by securing the necessary personnel to secure planned giving.

8.d Coordinate and expand computer services between the various college departments.

8.e Provide the necessary support staff to handle the affairs of the college.

8.f Provide the necessary tools, equipment, and training necessary for the staff to handle the affairs of the college.

8.g Expand the services now provided by the Coffee Shop and Cafeteria.

8.h Expand the services now provided by the Bookstore.

8.i Take advantage of expanded facilities to attract more conferences, social events, and facility rental business to the college.

8.j Provide employees with adequate and safe work space.

8.k Provide professional support and continuing education for all levels of management.

Goal 9

To enhance the stature of Atlantic Baptist College.

9.a Establish the college's identity and resources consistent with the mission statement as a Christ-centred liberal arts university.

9.b Communicate to external audiences the distinctive strengths and high academic quality of the college.

9.c Increase the visibility of Atlantic Baptist College as an institution of regional and national stature for the education of Christian leaders.

9.d Achieve excellence with programs and employees, providing leadership through superior administrative and educational models.

9.e Obtain accreditation(s) and/or professional membership(s) both for the college, its individual programs and for faculty where appropriate.

9.f Develop a comprehensive marketing plan for the college.

9.g Develop mutually advantageous arrangements with outside organizations.

9.h Encourage college employees and students to be active in the community.

APPENDIX A

BOARD OF GOVERNORS MEMBERS

1993
Rev. Lloyd Stewart
Rev. Kevin Hicks
Dr. James Tranquilla
Rev. Richard Thomas
Mr. Jack Stultz
Rev. Eugene Lanctin
Rev. Kaj Binderup
Mrs. Sheila Jamieson

1994
Mary Tingley
Dr. John Stewart
Dr. Keith Hobson
Dr. James Murray
Mr. Bob McIsaac
Mr. Donald Smith
Mr. Dale Albright
Mrs. Joyce Tingley

1995
Mr. Frank Vincent
Mr. Norris Parlee
Rev. Lionel Moriah
Rev. David Morehouse
Mr. Alden Steeves
Mr. Gerald Ingersoll
Rev. Tom McGaw
Rev. Edgar Patriquin

APPENDIX B

STRATEGIC PLANNING COMMITTEE MEMBERS*

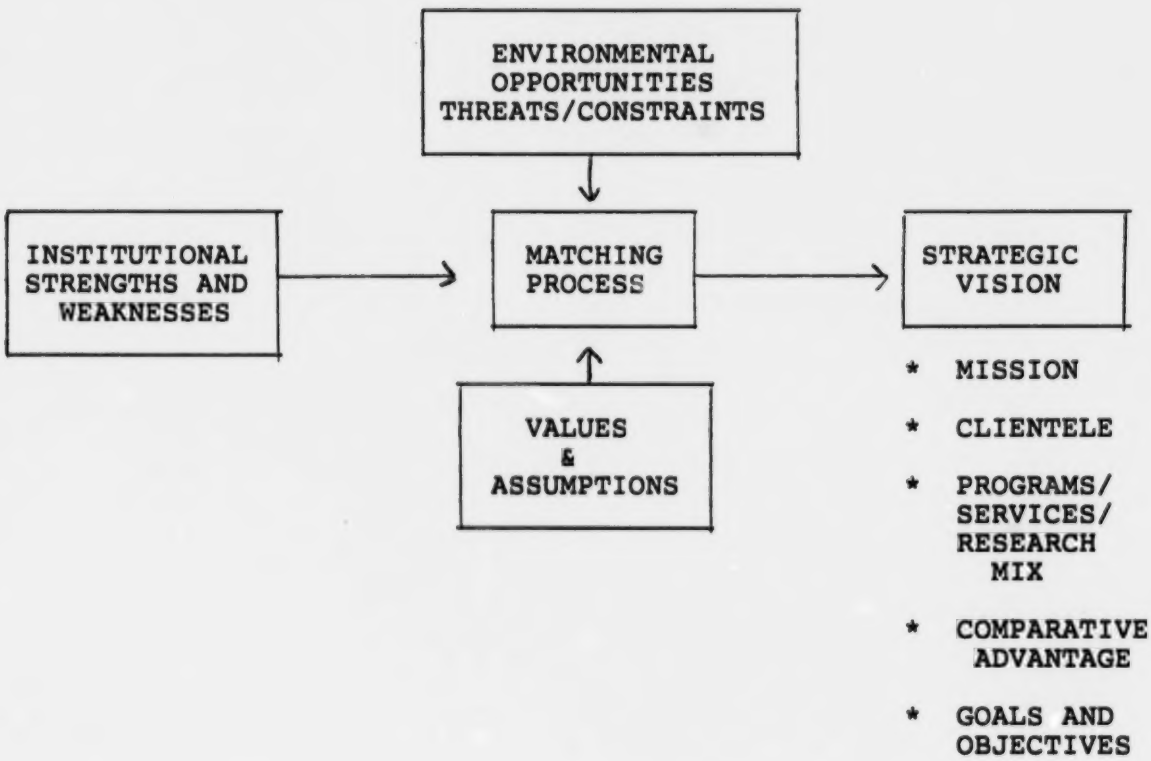
Norma McKinnon, Chair
W. Ralph Richardson
Gary LeBlanc
Ken MacLeod
Seth Crowell
Dale Albright
Gerry Ingersoll
Nancy Carle
Dannie Brown
Ivan Douthwright
Scott Ryder
David Carle
Sandy Harris
Gilda Ryder
Dawn Ramey-Crowell
Leanne Plaxton
Rebecca Alward

* Major contributions by Barry Smith appreciated

APPENDIX C

ATLANTIC BAPTIST COLLEGE

STRATEGIC ANALYSIS PARADIGM



APPENDIX D

TRENDS IMPACTING ABC

1993 1994 1995 1996 1997 1998 1999 2000

DEMOGRAPHIC

* reduction of young entry-level workers

* increasing number of students will be nontraditional

* rising median age of student

* increased enrollment of students aged 55 and over

* increased enrollment of handicapped

* increasing number of workers will be single-parent females aged 25-44

* declining male population

* increase in number of academically under-prepared students

* increased cultural diversity

* increased number of commuters and part-time students

* aging population in primary service area

* need to expand geographic recruitment area to maintain current enrollment

SOCIAL/EDUCATIONAL

* need for increased outreach programs and services

* all curricula competency-based

* increased need for career guidance

* increased developmental and remedial studies

* provincial-level curriculum network

* on-campus daycare provided

* elderly services

* increased community services

* curriculum balanced

* women's support group established

TRENDS IMPACTING ABC
SOCIAL/EDUCATIONAL CONT'D

1993 1994 1995 1996 1997 1998 1999 2000

* diversity plan implemented * overcoming sex-bias and stereotyping of entry into nontraditional programs

* reshaping of the educational delivery system to better serve Maritime's learners

* realization that ABC needs to embrace diversity

* new programs directed toward social sciences

* stronger program and faculty evaluation

* implementation of faculty development initiatives

* increased support to entrepreneurs and owners of small businesses

* articulation agreement with NBCC and other post-secondary institutions, especially graduate schools

* truly graduating the student with "critical skills" and Christian world-view

* women play increasing role in churches and other spiritual affairs

* increased need for helping professions (service)

* increased need for values in postmaterialistic society

ECONOMIC

* budget deappropriations * alumni active in fund raising

* energy conservation measures * forced retirement

* employee retraining * more involvement in cont. ed.

* PR and marketing increased * financial assistance

TRENDS IMPACTING ABC
ECONOMIC (CONTINUED)

1993 1994 1995 1996 1997 1998 1999 2000

* increase in grantwriting

from gov't and business

*increased partnerships with business and gov't

* restructuring school calendar

* student lobbying for college funding
* cuts in employees' fringe benefits

* charge for use of facilities

* increase in financial aide

* F.T. faculty teach evening classes without extended contract

* reduction in travel

* increased campus planning

* cut overtime and stipends

* sell off excess acreage

* all administrators teach courses

* curriculum revolution i.e., restructuring

* increased discussion to combine ADC and ABC

* more academic courses

* increased need for part-time faculty

* increased need for "Total Quality Management"

* new economy

TECHNOLOGICAL

* system based approach to organizational planning

* computer network

* fiscal management by integrated software package

* all faculty have workstations connected to network
* all students assigned computers

* using interactive computer programs for instruction

TRENDS IMPACTING ABC
TECHNOLOGICAL (CONTINUED)

1993 1994 1995 1996 1997 1998 1999 2000

* increased organizational development and HRD

* CPR training for all employees

* aggregate buying of software & hardware & other equipment with constituency

* multi-purpose fax, laser, photocopiers in all main offices

* optical discs in library

* challenge courses via computer instruction modules

* increased involvement with educational consortiums

* instructors do computer work at home and transmitted via modum to college

* students acquire credits for home-study

GOVERNMENTAL PLANNING/POLITICAL

* increased involvement with politicians at all levels

* increased financial support to needy students

* increased government funded programs

* increased grant writing * increased accountability (AUCC)

* increased strategic municiple planning involving College at provincial/local level

TRENDS IMPACTING ABC
GOVERNMENTAL PLANNING/POLITICAL (CONTINUED)

1993 1994 1995 1996 1997 1998 1999 2000

* increased political clout by ABC secondary to the need to educate in a values-context

* involvement in government studies

* campus safety * federal government takes the lead in developing core competencies for all disiplines

* increased clout of technical education

* increased government involvement in delivery methods and funding issues * new political conflicts

VALUES

* educate "whole" student * academics

* new family styles

* diversity valued

* new ways of living, working caring, learning, growing, in a new campus environment

* personal development valued * change

* alternative delivery methods * women in leadership genuinely valued

* technical education in addition to liberal arts

* professional development * advanced education (post-doc.)

APPENDIX E

STRENGTHS/WEAKNESSES/OPPORTUNITIES/THREATS (SWOT) ANALYSIS I

STRENGTHS OF ABC (inside the institution)

- Small = good relationships; sense of community
- Individualized instruction due to small class size (excellent faculty/student ratio)
- Faculty - credentials and commitment
- Christian school integrating faith within all areas of learning
- Staff of Developmental Office - large for the size of the institution
- Private funding - not tied by government control
- Instructional quality
- Part-time faculty - very committed to teaching task
- Committed students
- Holistic education
- Scholarship within the music department
- Work release programs as part of the Business Foundation certificate
- Christian Community Service
- Long-range planning (new campus)
- Communal worship and faculty prayer groups
- History inside the institution
- Private donors

WEAKNESSES OF ABC (inside the institution)

- Physical plant
- Library holdings deficient
- Limited programs
- Limited number of faculty and courses
- Inadequate support staff
- Limited space
- Weak alumni base; information base limited
- Inaccessibility of our buildings to handicapped
- Faculty advisor program is weak
- Athletics programs poor
- Research (by faculty)
- Budget constraints
- Inadequate scholarship program
- Music facilities
- Equipment
- Inadequate auditorium
- Teaching space and living space overlap
- Audio/visual aids deficient

- Commitment to diversity
- Channels for student input
- Internal communications
- Campus safety
- Curfew (limitations)
- Limited indoor space for women
- Policies and Procedures manual
- Student support services
- Smallness (size of the student body)
- Gender ratio (more women)
- Developmental/remedial education (we have none)
- Process improvement
- Faculty/staff development
- Faculty teaching load
- Program evaluation
- Food service - flexibility
- Non-traditional student programs, delivery methods and services
- Aesthetic/artistic environment

OPPORTUNITIES FOR ABC (outside the institution)

- Offering Christian education as an advantage
- Support of the constituency
- Academic reputation is strong
- Geographic location/links
- English university
- Partnerships (with Community Colleges; secondary schools; other universities; government)
- Access to library services
- External financing
- Offering education in the French language
- Articulation agreements with high schools
- Cooperative programs
- Daycare facilities
- Comparative advantage
- Cooperative relationship with other convention agencies
- Opportunities for new programs (i.e. psychology)
- Opportunities for non-traditional students
- Opportunities for AUCC membership and to join the Christian College Coalition, CUMS
- Post-materialistic society is returning to values
- Private institution
- "Seamless" education system
- Customized training programs
- Increased number of people are headed to university/colleges

- New program or degree in Physical Education and Recreation
- Recruitment opportunities beyond the Maritimes
- Increase visibility in Maine

THREATS/CONSTRAINTS FOR ABC (outside the institution)

- Constituency construed as too narrow
- Competition from other educational institutions and businesses/industries
- Image based on history name: Atlantic Baptist College
- Economy
- Minimal PR marketing - no marketing plan for ABC
- Lack of support in business/industry
- 4-year institution not suitable for some adult students' needs
- Lack of technological equipment
- Increasing number of under prepared students
- Bilingual population
- Not an AUCC member
- Lack of political support

APPENDIX F

STRENGTHS/WEAKNESSES/OPPORTUNITIES/THREATS ANALYSIS II

STRENGTHS OF ABC (inside the institution)

- Holistic education
- Instructional quality
- Private funding - not constrained by government control
- Participatory management
- Long-range (strategic) planning

WEAKNESSES OF ABC (inside the institution)

- Budget constraints
- Physical plant
- Resources for existing programs, e.g. faculty, library holdings, A/V equipment, courses
- Student support services
- Faculty/staff development

OPPORTUNITIES (outside the institution)

- Offering liberal arts education in a Christian context
- Opportunities for AUCC and Christian College Coalition membership and program membership e.g. CUMS
- Student demographics
- External financing
- New courses in science, P.E., psychology, etc.

THREATS/CONSTRAINTS (outside the institution)

- Not an AUCC member
- Image
- Lack of support by business/industry, government, etc.
- Increasing number of academically under prepared students
- No marketing plan

APPENDIX G

ATLANTIC BAPTIST COLLEGE FALL ENROLMENTS

PROGRAM +	FALL 1992 (Sept. 92)	FALL 1993 (Aug. 93)	PROJECTED FALL 1998
Sociology	47	40	50
History	29	29	40
History/Religious Studies	0	1	35
English	18	21	35
Interdisciplinary Studies	18	22	30
Biblical Studies/English	0	2	
Biblical Studies	16	17	25
Biblical Studies/History	0	1	
Religious Studies	8	5	10
Music (B.A., B.C.M., B.Mus.)	7	3	0
Associate of Arts	44	28	40
Christian Foundations	7	4	5
Business Foundations	5	0	0
Music Foundations	3	0	0
Other (Special)	3	0	10
Undesignated	0	5	
TOTAL	205	178	245

+at least one more degree, e.g. Psychology

APPENDIX H

GLOSSARY

Action Plan - A quality improvement plan containing short-range and mid-range operational plan (1-3 years) for quality and continuous improvement for College units or areas, such as academic, registrar, development, and campus life.

Goal - A statement about a desired future state. Goals are stated in general terms and should provide "direction" and boundaries for other plan components, such as objectives.

Objective - A specific target that is intended to be reached by a given point in time. It is an operational transformation of a goal.

Mission - A desired position in the educational structure of the country. The particular programs and services we believe we can provide to our markets in a distinctive manner with the resources we can materialize. The mission is explicit when we answer the question: **What Business Are We In?**

Strategic Planning - A process for promoting high quality organizational effectiveness. It is the relationship between goals and outcomes focused by a vibrant vision, clear mission, challenging institutional goals, and a valid set of top-level objectives (strategies). The strategic plan shows how we expect to change in the future.

Total Quality Management - A structured system for creating organization-wide participation in planning and implementing a continuous improvement process that exceeds the expectations of the customer. It is built on the assumption that 90 percent of our problems are process problems, not employee problems.

Vision - Toffler states, "All education springs from some image of the future." The vision is a clear picture of "future" development, and considers priorities for the scope of programs and the markets served. The vision makes it clear that the organization **CANNOT BE ALL THINGS TO ALL PEOPLE.** The mission tells what we are now, whereas the vision shows what we will become; it is a picture of the institution in a preferred state.

APPENDIX I

SAMPLE ACTION PLAN

(This appendix provides a random sampling of objectives extracted from the **Academic Action Plan and the Student Services Action Plan** so that the reader will have some understanding about how the Atlantic Baptist College **Action Plans** are linked with the college's goals and objectives.)

ACADEMIC ACTION PLAN
1993-1998

STRATEGIC GOAL 2: **To provide a high quality academic environment designed to educate students holistically.**

Objective 2.e: **Provide students with a diversity of ongoing academic enrichment activities and a climate that is conducive to learning.**

STRATEGIES:

WHO	HOW	WHEN
English Professors and French Professor	Establish a Drama Club and continue student involvement in the French Club.	Fall 1994 and ongoing
Faculty	Increase the number of academic field trips provided.	Fall 1993 and ongoing
SMT Director	Establish an exemplary College choir or ensemble and minister to the local churches and other community agencies.	Fall 1993 and ongoing
Academic Committee	Develop guidelines for honours theses and make them available to all qualified senior students.	Fall 1993 and ongoing
Academic Committee and Faculty	Provide a strong faculty advisement program.	Fall 1993 and ongoing

WHO	HOW	WHEN
V.P. Academic	Encourage faculty to incorporate practica into their curricula.	Fall 1993 and ongoing
Faculty	Encourage the establishment of student study-groups.	ongoing
V.P. Academic	Continue to provide an honours award at Convocation and to recognize the class valedictorian.	annually
Academic Committee and V.P. Academic	Continue to schedule Academic Chapels each semester and to publicly recognize Dean's list students.	Bi-annually
Faculty	Provide students with study-abroad programs.	ongoing
Librarian and Academic Committee	Strengthen library services and programs.	ongoing
Administrative Committee and Academic Committee	Develop and enforce policies and procedures that protect the learning environment for all students, for example, sexual harassment, inclusive language and plagiarism.	ongoing
Academic Committee and Coordinator for Community Practicum Programs	Evaluate the effectiveness of the Community Practicum program and make needed changes.	annually

STUDENT SERVICES ACTION PLAN
1993-1998

STRATEGIC GOAL 1: **To create and improve access to non-academic support services and programs for the student population.**

Objective 3.a: **Provide on-campus student housing that is of reasonable quality.**

WHO	HOW	WHEN
Director of Student Services and Residence Office Director	By comparisons with other schools, financial considerations, evaluating student needs,etc., decide the quality of the student housing that will be available at ABC, allowing for privacy, study, socializing, cleanliness, etc.	Continuous process
Residence Office Director	Follow the policy outlined in Residence Office Procedures to ensure the orderly allocation of rooms to applying students.	Throughout the college year
Residence Office Director	Inspect the residences regularly to ensure they are kept in adequate repair.	Throughout the college year
Residence Office Director	At the end of the college year, thoroughly inspect the residences and in conjunction with the Supervisor of Buildings and Grounds, plan the maintenance schedule for the summer months so that the residences will be ready for the students coming back in September.	Early in May each year
Residence Office Director	Provide a referral and consulting service for nonresidence students to aid them in finding off-campus housing.	continu-ally